

Use Ice breakers and Brain teasers

Ice breakers are a good start to ensure that everyone has a positive workshop experience. Ice breakers can:

- Increase the comfort level of workshop participants, especially those who have less experience
- Promote learner participation
- Establish a good climate for learning
- Help establish an effective relationship with the audience
- Reduce nervousness and anxiety
- Help build fun into your workshop

Brain teasers after each break often:

- Encourage stragglers to return earlier
- Help with time management
- Reinforce your learning objectives
- Refocus your participants



Dealing with Difficult Participants

To get the attention of someone who is not actively listening:

- Roam around the room.
- Ask them a question.
- Address them by name.
- Point to items on the training materials.

To correct disruptive or distracting behavior:

- Greet the participant and ask him or her how it is going.
- Participant may reveal the issue or problem that needs to be addressed. This is your opportunity to listen for clues on how you can help the participant and correct the problem.

If the participant says everything is fine, then tell the participant that you need his or her assistance by saying:

- Here is what you are doing.
- Here is how it is affecting me.
- Here is what I need for you to do.
- Would you be willing to do that?

This should correct the problem. If it does not, call a break.

- Ask participant how it is going.
- Actively listen to the answer.
- Remember when we had our conversation about your behavior.

Actively listen to the answer. The participant may reveal to you the cause of the disruption. Continue by saying:

- Remember when you said you would.
- I still need for you to do that.
- Can you do that?
- If you can't I will be forced to ask you to leave my class & I don't want to do that.

Quick Tips for Successful Workshops

Check Out Training Aids

- Get to your training site early to check out audio/visual equipment. Perform an “equipment walkthrough” to confirm everything is working and to uncover any problems in the set up.
- Have an equipment back up plan
 - Take extra cords, light bulbs, files etc.
 - Make sure your “props” (LCD, books, and flipchart) are logically laid out and within easy reach.

Establish a Comfortable Environment

- Get acquainted with your audience.
 - Greet participants and introduce yourself as they register or come into the room. By getting acquainted, they know you and feel comfortable asking questions or offering discussion.
 - Don't forget to introduce yourself to the entire group when the workshop begins.
- Maintain a positive attitude.
 - It is easy to get frustrated, but if the facilitator demonstrates a positive attitude, the audience will often follow.
- Show your appreciation.
 - Thank participants for their comments and contributions.
 - Thank the site coordinator and others for their efforts.
- Be relaxed.
 - Keeping the flow going while staying within the time allotted is challenging; pace yourself.
 - Use the extra adrenalin (stage fright) you are producing in a positive way.
 - If you're getting tense, take a moment to collect your thoughts (pauses usually aren't as long as you think, and the participants understand that this is a lot of material).
 - Use appropriate humor, when possible.

- Maintain an air of respect and openness to discussion.
 - Encourage discussion and allow debate, but limit evaluative, closed comments.
 - Thank participants for their comments and contributions.
 - Invite participants to express ideas, make suggestions or recommendations, and voice their concerns.

Know Your Audience

- Poll the audience about their backgrounds.
 - Ask about what schools they come from, what their experience levels are, what financial aid information they make available, etc.
 - Ask about their expectations for the workshop (use this information to make modifications within the context of the workshop agenda).
- Draw on the strengths of those you know in the audience.
 - Call on familiar faces to get discussions started; however, don't use them excessively to the point of excluding others.



Use Active Listening Skills

- Take in information –remain nonjudgmental and empathic.
- Use questions or comments made in one segment to provisions in another (those that have broad application or those that cross programs).
- Integrate participants' responses into the discussion.

Know the Material

- It is important to rehearse, rehearse, rehearse! Video tape your presentation if possible.
- You don't have to be a content expert, just be familiar with the information in your materials.
- Poll the audience for anyone with expertise in certain categories; don't be afraid to say "I don't know." Then write down questions and contact the NT4CM Steering Committee.

Additional Presentation Guidelines

Explain Workshop Objective, Agenda, and State Goals

- Before you begin your presentation, determine some of the characteristics and the expectations of your audience.
 - Ask participants if they have specific questions about the topics covered by this workshop.
 - Review these questions with your co-instructor and decide to what extent they can be addressed during the course of the day.
 - When you answer any question, even if asked in the group, remember to state the question before discussing the answer.
- Have a plan, but be ready to adjust it.
 - By knowing “where you’re going”, you can incorporate changes and still keep on track.
 - Expect the unexpected.

Communicate Clearly

- Your voice is one of your most powerful teaching tools. Two aspects of your voice to communicate effectively are volume and speed.
 - When you want to make an especially important point, s l o w your speech w a y d o w n.
 - Use the volume of your voice to emphasize certain points.
- Make eye contact.
- Use “we” and “you”.
- Present clearly (organize and summarize). Don’t rush.

Ways to make a smooth transition to a new topic

- Briefly summarize what you have just covered. Explain how it is connected to the next topic.
- Communicate your intent to change topics by using such phrases as “Before we move on....” To summarize....”, and If there are no other questions, the next thing we will do is....”
- If it fits, take a break. This allows your audience to begin the new topic feeling refreshed.

Use Visual Aids (Flip Chart or Chalkboard should be available)

- Write down questions.
- Write down hot topics or special topics.
- When discussing examples, use the training chart or chalkboard to write them out so that the audience can visualize the issues.

Use Examples

- Nothing helps illustrate a point better than real-life examples.
 - Use your own examples from your experiences.
 - Solicit examples from the participants.

Watch the Time

- Keep discussion in check (allow dialogue, but be sure to keep the discussion moving so that a variety of topics can be addressed).

Stimulating Discussion in a “Dead” Audience

- When there’s just no response from the audience and you need/want it, don’t use the phrase “Any questions?”, instead, try:
 - Using “Someone in the third row, tell me your thoughts” or “Someone from a small private college, how will this affect your institution?”
 - Asking a specific person in the audience a question;
 - Taking a 5-minute break;
 - Letting the participants break up into small groups to read through a provision for 5 minutes, then regroup and discuss reactions.
- Use open-ended questions whenever possible (e.g., What do you think about this change? What concerns do you see as a result of this new provision?).
- Use questions that cause participants to think through processes (e.g., What would be entailed in getting the return of Title IV funds policy automated at your campus?).
- Materials also include “Note to Instructor” that provide additional background information, options, and suggestions for stimulating discussion.

Presentation Pitfalls to Avoid

- Reading the material verbatim to the participants
- Talking in a monotone
- Chewing gum while presenting materials
- Avoid distracting your audience by your appearance
- Taking too few breaks
- Relying too heavily on one instructional method